



Statement of the U.S. Chamber of Commerce

ON: HOW THE PRIVATE SECTOR IS HELPING STATES AND
COMMUNITIES IMPROVE HIGH SCHOOL EDUCATION

TO: HOUSE SUBCOMMITTEE ON EDUCATION REFORM OF
THE COMMITTEE ON EDUCATION AND THE
WORKFORCE

BY: BILL SHORE

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The Chamber's mission is to advance human progress through an economic,
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incentive, initiative, opportunity and responsibility.

Statement
On
How the Private Sector is Helping States and Communities
Improve High School Education
Before the
U.S. House Committee on Education and the Workforce
Subcommittee on Education Reform
By
Bill Shore
Director, U.S. Community Partnerships, GlaxoSmithKline
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2:00 pm

Mr. Chairman and members of the Subcommittee on Education Reform, I am pleased and honored to be here today. Thank you for your kind invitation. My name is Bill Shore and I am the Director of U.S. Community Partnerships for GlaxoSmithKline (GSK) pharmaceuticals.

GSK is a world leading research-based pharmaceutical company with a powerful combination of skills and resources that provides a platform for delivering new medications for today's rapidly changing health care environment. GSK's mission is to improve the quality of human life by enabling people to do more, feel better, and live longer. Our social investment focuses on both health and education.

Headquartered in the United Kingdom and with U.S. operations based in the Research Triangle Park, NC and Philadelphia, PA, the company is one of the industry leaders with an estimated seven percent of the world's pharmaceutical market.

GSK has leadership in four major therapeutic areas—anti-infectives, central nervous system (CNS), respiratory, and gastro-intestinal/metabolic. In addition, it is a leader in the important area of vaccines and has a growing portfolio of oncology products.

The company has a consumer health care portfolio comprising over-the-counter (OTC) medicines, oral care products and nutritional health care drinks, all of which are among the market leaders.

GSK has over 100,000 employees worldwide in 110 countries. The company has a leading position in genomics/genetics and new drug discovery technologies.

It is interesting to note that it takes an average of 14 years and \$800 million to get one drug to the market....the same length of time it takes for a student to enter first grade and complete two years of college.

I am here today to testify on behalf of the U.S. Chamber of Commerce, the world's largest business federation, representing more than three million businesses of every size, sector and region. Chamber members, like GSK, are concerned about advancing the education of our high school students and strengthening the economic base of their communities. Through greater education reform of our high schools comes the strengthening of our skilled workforce. Local and state Chamber members represent broad networks of employers across the nation. This network, unlike any other entity, is uniquely positioned to bring together people and business to assist in the advancement of high school reform. The Chamber is committed more than ever to quality education issues and workforce development.

I serve on the U.S. Chamber of Commerce Center for Corporate Citizenship (CCC), a 501(c)3 nonprofit Chamber affiliate that supports businesses helping out their communities. The CCC is an instrumental arm of the Chamber in championing the need to strengthen U.S. student achievement.

In addition to representing the Chamber, I will provide a personal and corporate perspective on the subject matter of today's subcommittee hearing, which is the critical role of education reform at the secondary education level, its impact on our country's global competitiveness, and preparing our workforce for the 21st century. I have spent much of my career working on education issues and reform for GSK and more recently in conjunction with the U.S. Chamber of Commerce. I have been on the board of trustees for North Carolina Central University in Durham, a historically black university. I have chaired Public Education Network programs and committees at the local, state, and national levels. Additionally, my wife and one of my daughters are educators, with my daughter teaching students with learning disabilities. Corporately and personally I believe I have a perspective on American education that is hands-on and current.

As we all know, the primary focus of the past 20 years has been on grades K-8, and rightfully so. If students can not read, write, and do math at the 8th grade level, when they leave middle school, their chances of succeeding in high school are greatly diminished. Now, it is time for us to focus on the high school experience. We need to ensure that a high school diploma is more than a certificate of attendance. There are many organizations, educators, elected officials, and businesses that have been shining a

spotlight on this issue over the past few years, and now the center of our attention is on how to provide an excellent K-12 education for all students.

Currently, companies, community colleges, and universities on a national level have to provide remedial training for many high school graduates who are not adequately prepared to be successful in the next step of their education or in their jobs. The efforts of this subcommittee on high school reform, hopefully, will help address the problem.

In my opinion, the most important element of being successful in helping states and communities improve high schools is leadership. We must have strong leadership from the business community, the educational community and from elected officials to ensure strong and effective public-private partnerships. We need leadership to agree on a vision of where we want to be as an educated society. We need to focus on high standards, effective accountability measures, and rewards for excellence.

In North Carolina we have benefited from that leadership. Thanks to the vision and determination of former Governor Hunt, current Governor Easley, and the strong leadership of the private sector, North Carolina has developed a reputation as a state that is making great strides in K-12 educational improvement over the past 10 years. The business community has been critical to this success.

GSK is proud to be one of the companies that has provided strong leadership to help ensure the type of partnership environment that exists in our state will help students be successful. On behalf of GSK, a number of employees have put a great deal of time, effort, and resources into our role as a community leader. For example: The Vice Chairman of our pharmaceutical business, Robert Ingram, attended two National Education Summits, as the guest of Governor Hunt. These summits were hosted by Lou Gerstner at IBM and were coordinated by the National Governors Association. Each governor invited one CEO from his or her state. I was fortunate to be included with the small contingent from North Carolina.

GSK and IBM led the effort to conduct a North Carolina Business Education Summit following the national summit. Governor Hunt and Mr. Ingram were Honorary Chairs and I served as co-chair of the planning committee along with my counterpart at IBM. We brought leaders in K-12 education, business, elected officials, and the statewide university system to discuss reform efforts in our state.

In addition to the statewide summit, I have been fortunate over the years to serve as chairman of the Durham Chamber of Commerce Public Education Committee, the North Carolina Communities in Schools Board of Directors, the Durham Public Education Network, and now the U.S. Chamber's U.S. Business Education Network Task Force.

I have been privileged to serve as a board member of the North Carolina Business Committee for Education, the Public School Forum of North Carolina, the North Carolina Standards and Accountability Committee, the Durham Technical Community College

Foundation Board, the North Carolina Central University Board of Trustees, the Conference Board's Business Education Council, and a number of other local and statewide initiatives that have addressed K-12 education improvement efforts. I served in these roles because GSK cares very deeply about the education of our students, the quality of our teachers, and the role of our company in helping these students to succeed. I do not think we can spend our time, resources, and leadership skills on a more important issue. For us, it is the right thing to do. As a high-tech company with long-term requirements for a highly-educated workforce, it is in our best interest to make K-12 education one of our top priorities. Mary Linda Andrews, my colleague here today, continues to serve along with me and others on education boards and serves as advisor on education-related efforts in North Carolina and Pennsylvania.

Overall, you might ask—how are companies contributing to K-12 education? Companies rank education as the number one social issue that they should help to address.¹ According to a study by The Council for Corporate and School Partnerships, they contribute approximately \$2.4 billion dollars to K-12 education.² By way of comparison, this is more than is spent on all corporate public policy advocacy and lobbying combined. And this does not take into consideration the leadership and volunteer time that companies and their employees provide to schools.

There are public-private partnerships in approximately 70% of the nation's school districts, providing goods and services to 35 million students.

Individual companies focus on different education needs. Some focus on math and science (GSK, Bayer, Siemens, Westinghouse), others on history (Siemens), others on ethics (Deloitte), others on social studies and cross-cultural skills (Target), and still others on literacy (GSK, Coca-Cola and Verizon).

Companies also engage with students throughout the learning process, whether at pre-K (GSK), after school (Wachovia and GSK), in high school (Microsoft and GSK) or in college, MBA, and Ph.D. programs (KPMG).

Companies also focus on the enabling environment for teachers and students. Organizations like Communities in Schools—which provides social services to needy students so that teachers can focus on teaching—receive corporate support in over 30 states. Office Depot distributes over 250,000 backpacks full of essential school supplies to needy children. TimeWarner works with teachers and superintendents with organizations like New Leaders New Schools.

¹ *The 2003-2004 Survey on the State of Corporate Citizenship In the U.S.* was conducted by the CCC and Boston College with a grant from Hitachi. The survey examined attitudes and expectations of leaders of small, medium and large companies regarding the definition and role of corporate citizenship and its alignment with standard business practice. This survey showed that education was the number one issue in which the business community felt it should be playing an active role.

² The Council for Corporate & School Partnerships *Guiding Principles for Business & School Partnerships* at 4, available at http://www.corpschoolpartners.org/pdf/guiding_principles.pdf.

Chicago-based QuamNichols' CEO Bill Little, and many other corporate leaders like him, works with Janet Knupp and her group, the Chicago Public Education Fund, in a partnership that addresses a broad range of education issues in Chicago. Other geographic-based public-private partnerships have developed in other cities around the country—most notably the Boston Compact and the Washington Compact.

While there are a wide range of success stories, there is an increasing feeling in the business community that more needs to be done at a national level. That is why a group of leading companies like GSK, and others have come together to create the U.S. Business Education Network (USBEN). USBEN is a new business coalition staffed by the CCC of the U.S. Chamber of Commerce. USBEN is dedicated to harnessing the power of the business community to address issues facing the U.S. education system as it prepares our children for the future. USBEN is working to build relationships between partners, share success stories, and link practices to policies to ensure lasting change. I am privileged to chair this task force.

The point is, business support for education is not about philanthropy—cash contributions are just the tip of the iceberg. Business engagement with education can span a wide spectrum, including:

- developing/understanding the skills required to be successful at companies like GSK;
- advocacy;
- advice about process management;
- motivation;
- mentoring;
- standards and accountability;
- capacity building; and
- encouragement.

Already some of the top business supporters of education have started to come together, but more needs to be done. We fully recognize that students are ultimately responsible for their own success, and that teachers are on the front lines of making that happen. GSK, the business community, and the Chamber are deeply concerned about the future of our educational system. It affects our society and our economy in so many ways. We want to continue to increase our engagement and support for improving student achievement and the effectiveness of our education system to respond to 21st century workforce requisites and economic conditions.

I should also note that the Chamber is already involved in specific educational efforts to promote education and skills training of our workforce after graduation from high school. The U.S. Chamber of Commerce Center for Workforce Preparation (CWP)—in partnership with local chambers, other workforce development organizations, and funders—has been instrumental in defining and demonstrating the unique role of local chambers in workforce development and education. CWP's priority goals include

promoting and supporting effective education and training initiatives concerning workforce excellence; conducting and supporting research that will develop more effective worker training programs; initiating and documenting promising education and workforce preparation programs that can be replicated by chambers of commerce and their small business members at the local level.

Now, I'd like to share why GSK has been a supporter of education and its continued reform for decades. There are many reasons for this support:

- 1) It is part of our corporate focus to give back to the communities where our employees live and work.
- 2) We want to help ensure that our employees have the best education possible for their families (all corporations want this).
- 3) We need a highly-educated workforce for our business.
- 4) We believe that education is the key to helping resolve many of today's social issues. It is much less expensive to proactively educate a child than to have that child live in poverty with potentially enormous future societal costs, including incarceration, if that child cannot become a productive adult member of the workforce. Estimates of the cost per year in prison range from \$30,000 to \$60,000 per year. That is more than we pay teachers per year in many of our communities.

The magic bullet for education reform does not exist. There must be a concerted effort at the local, state, and national levels. In conjunction with the U.S. Chamber of Commerce and the U.S. Department of Education, GSK is helping to lead the way as we jointly take a more meaningful look at how education can be reformed and how that will impact the U.S. position in our global economy. Our nation's education system forms the basis for skills that the U.S. workforce develops. It is the bedrock for research and development, and it contributes fundamentally to the development of our communities and the cohesiveness of American society.

I will highlight some of the ways GSK is partnering on the state and local levels in North Carolina.

The North Carolina New Schools Project—an initiative of North Carolina Governor Mike Easley and his Education Cabinet funded in part with an \$11 million grant from the Bill and Melinda Gates Foundation—aims to create 40 to 50 new and redesigned high schools across the state. The New Schools Project will reform high schools and better prepare students for the workforce and college. GSK has provided leadership on the Advisory Board and has underwritten town hall meetings with superintendents and business leaders in school districts that will benefit from these efforts.

The first round of funding from the New Schools Project is focused on health science schools. Each of the grant recipients is committed to creating new high schools and schools within existing schools that have a focus on the health sciences. They will be developed in conjunction with regional health care and higher education partners. These schools will be academically rigorous.

GSK will continue to support the next round of schools, which will focus on middle college and early college high schools in partnership with the community colleges and public and private colleges and universities.

Many school systems in the U.S. have experienced their share of struggles: 30% of high school students fail to graduate; 50% of minority 9th grade students fail to complete high school in four years; in over 2,000 public U.S. high schools the senior class is 60% smaller than the freshman class that entered four years earlier; only 32% of high school graduates are ready to attend a four year college; 33% of the freshmen must enroll in a remedial course; and 50% of the freshman class fail to earn a degree in six years.

The number and types of industrial working class jobs have dramatically decreased. Good middle class jobs now require skills acquired through high levels of education, and almost all jobs require complex problem-solving, effective communication skills, and the ability to exercise independent judgment while working in groups.

How will communities resolve this situation? In Durham, NC, Dr. Anne Denlinger, superintendent of Durham Public Schools (DPS), is focused on high school reform because there is stagnant growth in student achievement, unacceptably high suspension and dropout rates, too few students graduating in four years, increased state graduation requirements, and there are too few students—particularly African-American and Hispanic—in higher level classes.

DPS created a High School Reform Committee, with teams from each high school that will meet twice a month for one year to develop strategies for high school improvement. The goal is to ensure that all students will graduate from high school ready for the next level of their education or ready to work at a skilled job.

This results-oriented committee will collect and analyze data, determine best practices, and design strategies. They will examine current and historical data and “benchmark” against national standards. They will increase academic rigor and expand support; increase relevance and improve relationships; align structure, calendar, and schedule for more personalized education; involve parents, community agencies, and businesses in high school reform; and recruit, retain, and develop highly qualified teachers.

Further, they will adopt three measurable goals and after nine months’ work, will agree on five broadly focused areas. They will brainstorm and agree upon high-leverage

district strategies for each area. Schools will develop action plans to align with district-wide strategies, and school teams are expected to share committee work with faculty, staff, and parents.

Durham has a vision for reforming its high schools and it has a vision for its students: By 2013, 100% of students graduate from high school in four years; by 2009, 90% of graduates complete a college prep course of study; and by 2009, 80% of graduates meet University of North Carolina system admission requirements.

Already, Durham has increased graduation requirements, provided staff development for all high school teachers in using effective teaching strategies for the block schedule, designed support courses for ECP students, provided schools with SAT prep software, and held an AP teacher assembly on access and equity.

The school system has or is implementing an Early College High School, a City of Medicine Academy, Ninth Grade Academies, and Middle College High Schools.

Shouldn't we, as a country, have such a vision and expectations?

GSK provides leadership on the executive board of the North Carolina Business Committee for Education (NCBCE). Together we want to improve tomorrow's employees through education reform.

NCBCE has established a Center for 21st Century Skills to design curriculum, teacher training, and student assessments to support students in acquiring knowledge and skills to prepare them for further education and for the present and future workforce. The Center will work closely with the New Schools Project with an initial focus on high school reform. The Center will also work with the North Carolina Science, Math, and Technology Education Center; the North Carolina School of Science and Math; the Board of Science and Technology; and governing boards of education (State Board of Education, Community College, and University) to research and propose options to create new or expand existing math and science summer programs across the state and to establish regional math and science programs for high achieving high school students. The Center will also support efforts of the Futures for Kids program that connects students with the workforce needs of their home communities. GSK provided the seed funding for the Futures for Kids program and has continued in an advisory capacity to the program. GSK recognizes that it takes a collaborative effort to reform schools.

GSK staff took a leading role in the review of the North Carolina science curriculum to help reform it so that inquiry-based science kits would be available as part of the curriculum.

GSK supports the Public School Forum of North Carolina (Forum) with funding and leadership. The Forum is a not-for-profit policy think tank and partnership of business leaders, educational leaders, and governmental leaders in North Carolina that has made a significant contribution to schools across the state. The Forum has set the

public policy framework for North Carolina's entry into school accountability with the passage of the School Improvement and Accountability Act. The Forum has proposed major changes to the way in which North Carolina funds its schools—changes that have resulted in over \$100 million of supplemental funds going to low wealth and small schools each year and the establishment of the North Carolina School Technology Fund. The Forum has created a one-of-a-kind Institute for Educational Policymakers, a capacity-building center that focuses on members of the General Assembly, the State Board of Education and reporters who cover their actions.

High school reform means that all students have access to the same quality education, including teachers, special services, and educational materials. The quality of a child's education should not depend on the wealth of their family or the wealth of their neighborhood. To help equalize the education of disadvantaged children or children whose schools are at a disadvantage, GSK supports multiple programs.

GSK recognizes that teacher development is an integral key to student success. When you impact one teacher, there is a cascading effect on thousands of students over the teacher's career. GSK provided a three-year, \$300,000 grant to the National Board for Professional Teaching Standards (NBPTS) to increase the number of science teachers pursuing National Board Certification in the Research Triangle Park area of North Carolina and in the Pittsburgh and Philadelphia areas of Pennsylvania.

GSK was instrumental in establishing the Destiny Traveling Science Laboratory Program and we continue to be a major sponsor of the University of North Carolina's traveling science laboratory, Destiny, since its inception in 1999. Destiny is a fully self-contained lab that accommodates 12 lab stations for a total of 24 students. Destiny visited 90 under-served secondary schools and reached 4,000 students during 2004. The program encourages women and minority students to pursue science careers.

GSK gave a three-year grant to Juniata College and Drexel University for transition and start-up costs of the Science in Motion (SIM) program. SIM endeavors to improve performance in science and math among high school students statewide in Pennsylvania. The program models teacher preparation recommended by the National Science Board. A mobile educator serves high school teachers by visiting classrooms once a week to facilitate introduction of advanced equipment and modern technologies.

For over 18 years, GSK has been supporting public education networks in North Carolina and Pennsylvania. These community-based public school advocacy groups link human and material resources to strengthen public schools. They leverage private contributions to ensure the greatest possible impact in every school and also are a facilitator of community involvement in public schools. Some of the programs that GSK supports are K-8 Science Initiative, local education summits, Food for Thought Teacher grants, Leadership Academy, and Task Force on Teacher Excellence.

GSK is a supporter of the Kenan Fellows Program, an innovative model to promote teacher leadership, address teacher retention and advance K-12 science,

technology and mathematics education. Kenan Fellows are public school teachers selected through a competitive process to participate in a prestigious two-year fellowship, all while remaining active in the classroom. During these two years, Kenan Fellows work in partnership with distinguished scientists, university faculty, and the Department of Public Instruction, developing curriculum and teaching resources that bring cutting-edge research into the hands of students. Kenan Fellows are scientists, inventors, authors and leaders in our classrooms bringing curriculum to life!

Student scholarships are important because far too many high school students are not as motivated if they do not believe that they have a chance to continue their education due to finances. Since 1994, the GSK Science Achievement Award has been a competitive award available to graduate students in chemistry, medicine, and the biological sciences through the United Negro College Fund (UNCF). UNCF is the nation's oldest and most successful minority higher education assistance organization. GSK also has provided support for the minority scholars program through the American Chemical Society.

The GlaxoSmithKline Opportunity Scholarships are awarded annually to persons who "have the potential to succeed despite adversity and have exceptional desire to better themselves through further education or training." The endowment for this GSK program currently stands at more than \$700,000.

GSK endowed four North Carolina community colleges with a total of \$400,000. Eligible students must be enrolled in an electrical/electronics technology, electronics engineering, biotechnology, computer engineering technology, industrial pharmaceutical technology or industrial systems technology program, or currently pursuing an associate's degree in science or other approved science or engineering related curriculum. Students must also demonstrate financial need. Selected students carry the distinction of the "GlaxoSmithKline Scholar."

In addition to GSK's corporate focus on education, the North Carolina GSK Foundation provides about two million dollars a year in grants to programs supporting education in the state. The Foundation also runs the GSK's Women in Science (WIS) program, which is committed to reversing the trend of under representation of women in fields like chemistry, medicine, mathematics and pharmacology. The WIS program pairs outstanding undergraduate women at North Carolina colleges and universities with GSK women scientists working in laboratories and other environments conducive to further study and research. Our scientists, as mentors, guide students along pathways to learning more about rewarding careers in the sciences. The students, as scholars, gain a vicarious view of corporate life as mentors show them, by example, that women can succeed in science.

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Over the years, GSK has been proud to provide funding, employee volunteers and/or leadership to many organizations focused on improving our K-12 education system. In addition to the programs listed above, other programs include the following:

American Association for the Advancement of Science—Science in the Summer
 America Reads
 Challenger Center for Space Science Education—Sally Ride Science Festivals
 and Club
 Children’s Literacy Initiative—provides literacy training for Teach for America
 Children’s Village—literacy curriculum for students and teachers
 City Year Greater Philadelphia—tutoring and mentoring to low performing
 schools
 Communities in Schools
 Durham Academy—minority scholarships for high school students
 Durham Academy—Summer Science Institute for high school students in North
 Carolina
 Franklin Institute—Partnerships for Achieving Careers in Technology and
 Science
 Greater Philadelphia Cares—Reading STARS, a volunteer-based literacy program
 Hill Center—teacher training to recognize and work with students who have
 learning disabilities (includes an evaluation component)
 Lincoln Hospital School of Nursing—scholarship endowment for minority
 students
 Lowes Grove Middle School—corrective reading literacy program
 MSEN—science education leadership institute
 National Humanities Center—teacher leadership and professional development
 North Carolina Central University—Biotechnology Institute
 North Carolina Infrastructure for Science Education (NC-ISE) programs—
 preparing science teacher leaders as facilitators for statewide training of
 K-12 teachers for implementation of inquiry science in North Carolina
 schools
 North Carolina School of Science and Math
 North Carolina State University—learning technology programs for high school
 students
 Peace College—leadership development for pre-college girls
 Philadelphia Education Fund—state and national Middle Grades Matter programs
 Project Graduation—scholarships
 PTAs support through our “GSK Investment in Volunteer Efforts” program
 Science Fair support in North Carolina and Pennsylvania—teacher workshops and
 judges
 Summer Technology Institute—for teachers in North Carolina
 Teach4NC—Web site showing individuals from all professional backgrounds
 how to obtain their North Carolina teaching license
 Thomas Jefferson University—science outreach program that brings science
 classrooms through a mobile zebrafish lab and teacher workshops for
 Philadelphia public schools
 Total Quality Education Efforts
 Teach for America—support for science teachers
 United Innworks Academy—summer science workshops
 U.S. Department of Education—No Child Left Behind blue ribbon schools

conference
Wistar Institute of Anatomy & Biology—high school summer science fellows

In conclusion, we must not relax our efforts to win the high school reform battle. On the contrary, it is imperative that we strengthen our efforts by making this a nonpartisan goal, as we did with the space program in the 1960s. My sense is that our education issues are more compelling than ever before. The country expected us to be competitive in the race for space travel and with combined, concerted efforts and strong leadership we rose to the top. We can and we must have the same expectations for educating our youth as they prepare to lead in the 21st century. It is incumbent upon us to lead the way to changing the horrifying educational statistics we continue to hear.

GSK is in the business of helping to improve the quality of human life for millions of people around the world. This should be the same goal of the United States as we educate our students—our leaders of tomorrow. Everyone shares this common goal of providing an excellent education for all of our students in order to provide an opportunity for an improved quality of life.

If we do our part, our children will do more because they are better educated. College graduates make \$1 million dollars more in their lifetime than non-graduates. They will feel better, not only about themselves and their accomplishments, but they are more likely to be in better health and live longer. Statistics show that educated people take better care of themselves.

These trends will enable the U.S. to thrive and take a stronger position in a global economy that is becoming increasingly competitive. As a corporation, we have the right to expect great things from our students and we have the responsibility to assist schools in their understanding of what is needed to prepare students for jobs and for higher education.

I would like to emphasize what many of us already know—U.S. students are slipping globally in math and science. The views of the *Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century* are particularly instructive. The report notes:

Our children are falling behind; they are simply not “world-class learners” when it comes to mathematics and science...The Third International Mathematics and Science Study tested the students of 41 nations. Children in the United States were among the leaders in the fourth-grade assessment, but by high school graduation they were *almost last*. Here at home, the National Assessment of Educational Progress basically substantiates our students’ poor performance...In short, our children are losing the ability to respond not just to the challenges already presented by the 21st century but to its potential as well...³

³ *Before It’s Too Late: A Report to the Nation From The National Commission on Mathematics and Science Teaching for the 21st Century* at 4 (2000).

This is of great concern to GSK and should be to all Americans, but especially to you, as leaders of our country. As a corporation strongly linked to and dependent upon a highly-educated workforce, we have to ask what we can do as collaborators to help strengthen and reform our educational system. As a team, we must ensure that our high school students are prepared to meet the work and educational challenges of the 21st century. Our global competitiveness depends upon it.

Thank you. I am happy to take questions.